



**John Mason School**  
Excellence Through Creativity

## **STAR ACADEMY**

**An overview of scholarship programme  
for those eligible for  
Pupil Premium Funding  
at John Mason School**

## **Pupil Premium at John Mason School**

This booklet will explain what you need to know about the strategy and processes relating to the Pupil Premium spend at John Mason School.

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## **Pupil Premium FIRST**

### **1. Our Vision Statement**

At John Mason School, our vision is for every child to access high quality learning opportunities, which encourage them to become academically successful, happy, resilient, enquiring young people. We believe every child has the potential to make a difference in the world, must be ambitious in their career choices and will understand their place in society. We will only achieve this for every child if we have very high expectations of ourselves and of the community we serve. We will be relentless in our pursuit of great teaching and learning, being reflective in approach. We know that student conduct, accountability and attitudes to learning all matter, as much as the belief that each child can and will achieve.

We are committed to ensuring all students, regardless of social or economic deprivation will thrive and achieve at John Mason School. We understand that poverty can be an indicator of educational outcomes and that this is morally wrong. Students from poorer backgrounds often do not have the same cultural capital as their richer counterparts, and that this educational disadvantage starts early and means that children in the lowest income homes are half as likely to get 5 good GCSEs and go onto higher education as the national average. This disparity and disadvantage is what we are committed to fighting against, to ensure that disadvantaged students get the best educational outcomes possible.

We are dedicated to spend the pupil premium budget in order to raise the educational outcomes and future life chances of our disadvantaged students. This includes improving their cultural capital, with language acquisition at its core. We are committed to improving their awareness of the world, an understanding of how life works and a language with which to explain it. This is our vision for empowering our disadvantaged students.

## 2. What is the Pupil Premium fund?

The Pupil Premium is additional funding for publicly-funded schools in England to raise the attainment of disadvantaged students and close the gap between them and their peers. It is calculated annually and paid in quarterly instalments. Details of the Pupil Premium Grant policy itself can be obtained from the DfE website at:

<https://www.gov.uk/pupil-premium-information-for-schools-and-alternative-provision-settings>

## 3. Who is eligible?

The Pupil Premium Grant (PPG) is calculated on the following criteria:

### Disadvantaged Pupils

Pupils in Y7-11 recorded as Ever6FSM. **£935**

Looked After Children (LAC) either:

-in the care of, or provided accommodation by the local authority (LA);

-children who have ceased to be looked after by the LA, due to adoption, special guardianship, child arrangement order or a residence order.

**£1,900**

### Service Children

Pupils in Y7-11 recorded as Ever6 Service child, or in receipt of child pension from the Ministry of Defence **£300**

The Education and Skills Funding Agency states that the grant may be spent in the following ways:

- for the purposes of the school, that is for the educational benefit of pupils registered at that school
- for the benefit of pupils registered at other maintained schools or academies
- on community facilities; for example, services whose provision furthers any charitable purpose for the benefit of pupils at the

school or their families, or people who live or work in the locality in which the school is situated.

## **Our profile by year group**

Disadvantaged students per year group form approximately 20% of each year cohort.

2018-19 figures are: Y7:40; Y8:33, Y9: 41; Y10: 46; Y11: 41.

Attendance is an improving picture for Pupil Premium students but the pupils eligible for pupil premium funding do have lower rate of attendance by just over 5% compared to their non-Pupil Premium peer group.

## **4. Our Core offer - What will each student receive?**

Each student eligible for the Pupil Premium funding has a right to the following at John Mason School:

### **Attendance Support**

Supporting good attendance is an important part of the work we offer. Student support takes the following forms:

The Pupil Premium attendance and welfare officer will:

- Monitor and track attendance on a daily basis;
- Hold fortnightly mentoring those who are falling below 95%;
- Make regular contact with home;
- Hold meetings with individual students to identify and support need- possible actions include: supply clothing, equipment, restorative sessions with friends;
- Hold parental conferences alongside Head of Year;
- Write and agree parent contracts;

- Complete home visits, accompanying students into school, supporting whilst in school;
- Set up supported independent study and/or alternative provision;
- Liaison with outside agencies to help reconnect with school – e.g. Using HUB for teaching core as a reintegration strategy;
- Liaison with hospital school with home visits & education delivery;
- Work closely with outside agencies e.g. CAHMS & attended family sessions, the attendance team and/or Family Solutions service;
- Work with support staff to deliver appropriate support packages;
- Take students on reward outings when targets set have been met esp. related to improving attendance;
- Provide work mobile number with homes and students to encourage communication around potential issues linking to poor /sporadic attendance;
- Offer guidance for work experience placements & support accompanying on visits;
- Guidance and support on college visits and post-16 provision, including writing applications;
- Provide early behaviour intervention support;
- Offer TLC and a listening ear.

### **Breakfast Club**

Hunger can be a barrier to learning for many students. We provides a nourishing breakfast offer free to all students eligible for the Pupil Premium, so that they can start the day with a nutritious meal and are ready to learn. Students can enjoy hot or cold options, drinks and healthy snacks to ensure they feel full and happy to start the day. They have a social space to eat, with staff to chat to in the morning. It is a warm and welcoming environment, a safe place to eat and prepare for the day ahead. (See menu on school website for further details.)

### **Cultural Capital Reading**

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Determined to be the best that we can be.

Students receive additional reading support through the use of 6th form reading buddies, mentors and English and Modern Foreign Language staff. They use the Accelerated Reading Scheme that we part-fund, and this tailors support for their reading at every stage of development. Every day all students at Key Stage 3 read for twenty minutes during afternoon registration. This is having a positive impact on their reading ages and on their love of reading. (see website for Pupil Premium impact report for further details). During this time, reading buddies support Pupil Premium students, students from 6th form and Year 10 volunteer their time to support younger readers alongside our librarian, offering to listen to pupils read aloud in the library and talk about the books they are reading. This helps with the transition to secondary school, as many have this support at Primary level and appreciate the continuity this offers.

**Vocabulary** and the importance of word power. Research is clear on the importance of extending students' vocabulary- this is an area we are keen to develop. Each student will have access to the following:

- Word of the Day- with support from their tutor in using this word;
- a small dictionary and thesaurus for home and school use;

Members of the Star Academy will also receive:

- a discussion on local, national and global events, with weekly newspapers, to allow them to discuss events that affect their lives and develop an understanding of the world around them;
- a reading buddy to discuss and read aloud with once per week.

**Writing workshops, including 'First Story' programme-** students involved on trips will follow this with a writing project, aimed at developing their vocabulary and improving their writing skills. These will go on display so that we can celebrate the students' work as a school. The First story programme is a nationwide charity working with Pupil Premium students across the country, allowing individuals to change their lives through story writing. They get the opportunity to work alongside an author, to attend up to sixteen sessions, be

part of a published anthology and to grow as a writer through the programme.

**Writing from experience-** we offer students eligible for the Pupil Premium the chance to attend a trip followed by a literacy project each year. This links to the research project, funded by the EET, which sees progress of 5+months in writing as a result of this approach.

**Trips and Visits.** The fund supports a contribution to ensure families can afford these opportunities to make them accessible for all. We pay an amount, usually a third of the full price, towards the cost of a trip as standard. If there are particular circumstances, we are open to contact regarding additional funding. The Pupil Premium fund will pay a set amount towards the cost of the Duke of Edinburgh qualification, to ensure that overall costs remain low. We also part fund Humanutopia, the Y7 leadership-building course, and Welsh Farm, the Y8 Residential.

Curriculum trips in school time:

If a trip runs in the school day (for example a day trip for a year group), Pupil Premium students are fully funded and are automatically placed on lists first. The Pupil Premium team, located in the Star Academy hub, will support getting permission slips from parents. They will only be removed from the trip list after all attempts by the tutor, the PP team and the lead organiser on the trip have exhausted possibilities with contacting home and getting agreement. In essence, assume that all school curriculum related day trips in school time will include the pupil premium students, regardless of whether slips are returned by the student in a timely fashion.

Out of Hours trips, usually non-curriculum based:

It is extremely important that trip organisers put the needs of the Pupil Premium students first. We are committed to ensuring they have rich opportunities throughout their schooling, and as such we put the Pupil Premium students on trips before others. To ensure

equity of opportunity for Pupil Premium students, at the point of conception of a trip when initial paperwork is completed, it is the trip leader's responsibility to enrol as many Pupil Premium students as possible. Assume they are on the list, rather than running a first come first served system, as this has proven to disadvantage our disadvantaged students. Each trip will need to have at least 20% Pupil Premium students on, as that is the proportion of students on roll, aim to have a minimum of 30% PP places where at all possible.

**Leadership** and mentoring: the Pupil Premium core team offer mentoring to all Star Academy members. Core staff, including Ms Foster, Ms Hook, Ms Uzzell, Ms Naylor will be available in the Star Academy Hub to support students during the school day with anything and everything in order to make sure students are happy and ready to learn. In addition, students can also access support through their year team Student Support Managers (one staff member is funded directly through the Pupil Premium); the SEND support (one TA fully funded directly through the Pupil Premium); the Librarian (part-funded) and the work of the counsellor (part-funded). We meet fortnightly to discuss pastoral care and any issues around their learning journey. We will mentor ten key students at Senior Leadership Team level.

### **IT support**

The Pupil Premium is used to ensure students can access IT. Access to the internet and the sites used for homework by the school is part of the expectation for students and so we support the students to ensure this is not a barrier for them. This includes:

- lending chromebooks to individual students on a fortnightly basis
- ensuring internet access;
- having access in school to chromebooks and the school intranet to support learning;
- Better facilities in subjects– e.g. smartboards for teaching rooms.

### **Star Academy Hub and Student Support Services**

The Star Academy hub is situated next to Student Services. It is a drop-in for students and for staff, a place to find out information about specific students and strategies to help them. It is also a place to come to share good practise, to hear updates on students and to request support for specific students or recommend additional support. There are external agencies that offer support to disadvantaged, such as Christchurch fund and other hardship services, such as the charity Food Banks, all of which we can refer cases to and recommend further support for families.

### **The Bursary**

Each student will receive a bursary of £100 to spend on their learning. This is to be used to support learning and remove barriers, with the student taking a lead in ways this can be spent. Each student can either chose from a school shop with learning-related stationary, books and equipment, or can put in a request for a specific item that will help them to attend and learn. Opportunities include money towards the purchase of home computer, a bicycle, vouchers for particular shops. All requests will be considered and decisions will be made by the PP staff in the Star academy hub.

In addition, there are particular initiatives per year group, outlined below:

## **5. Key Stage Specifics: Our 'menu' for PP students at KS3/4**

### **KS3 – years 7 and 8**

#### **Information Gathering**

At the end of year 6, during the transition period and at the start of year 7, students are welcomed individually with a short meeting focused on getting to know them and the ways we can support them in the first instance. This includes completion of 'My Learning Profile' and updating the Pupil Premium Directory, which will lead to the Pupil Premium Profiles being written for teacher's information (stored on RMUnify under 'Pupil Premium Profiles').

#### **Auditing Need**

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Determined to be the best that we can be.

At the start of the year, the Pupil Premium team audit individual needs and help to remove all barriers to learning; this take place in the first two weeks of term. Interventions can include: uniform support, supplying equipment, ensuring there is adequate IT access at home, ensuring students attend the breakfast club and making sure they use their Free School Meal (FSM) allowance each day. We also use this meeting to discuss learning needs and concerns around pastoral and social issues. If necessary, referrals to Head of Year are made on the student's behalf at this time, for extra support. This could be a referral to an external agency or a referral to a department within school such as Learning Support, the school nurse or the counsellor.

One area the audit will scrutinise is around academic ability and potential underachievement. Using prior data and discussions with both the family, the primary school Year 6 teacher and the student is to ascertain if there has been academic underachievement at primary as we want to tap into the child's potential quickly and set appropriately challenging targets. This could mean the child is offered to be part of the Star Academy tutoring programme.

We will review this three times per annum with the students in a direct meeting, or via a tutor.

### **The Star Academy Tutoring Programme at Key Stage 3**

This is a group specifically for underachievement in the Pupil Premium cohort, sometimes referred to as Pupil Premium Plus (PPP). It is a fun and exciting group to be involved with, and many staff will work with students, both with academic support, opportunities to build cultural capital and with subject tutoring. We will provide a homework club for these pupils.

**Summer School** - a literacy-based week of activities, based at John Mason School for the new year 7 cohort who are eligible for Pupil Premium at Key Stage 3. This aids transition and allows students to gain confidence on the school environment before the start of year

7. It also gives the students time to build lasting relationships with the staff they will work closely with at Key Stage 3.

**TEA** - a weekly club, offering life skill such as cooking and sports (healthy schools). This club is open to all students eligible for Pupil Premium, and is planned to have a literacy objective underpinning the learning. Oracy, relationship-building and fun are also key ingredients of this club. The cooking programme will have a global theme, and the food we prepare will link to different cultures from around the world. We eat tea at TEA, and talk about news and current affairs as we eat, developing our social skills, building relationships and getting to know a little more about the world around us in a safe, friendly environment.

**Parent Trips** – we would like to trial involving parents in joint trips. It is important to build relationships with families of our students, and to want to include parents on some of the exciting trips we run as a school. This year we will trial running a trip, via the PP hub, that parents are welcome to join by invitation. We also hold coffee mornings every year to welcome new parents and those joining mid-year. Information on the curriculum and ways to support your child is covered at these events, and is also part of the whole year group parent information evenings calendared in Term 1 (PIE events).

### **KS4 – years 9 to 11**

At the start of their GCSE studies, students are given guidance and help with choosing appropriate GCSE courses and qualifications to allow them a breadth of study and a clear career path to further education. Where appropriate, and in consultation with parents and teachers, a minority of students will have additional study support during one of their option subjects.

**Interventions**, including academic mentoring, small group teaching, enrichment and revision classes. The fund will pay key staff to teach specified pupils out of class time i.e. to offer them the chance to receive a form of private tutoring within school. Tutoring will be for 6

week blocks with impact reporting as standard, using teachers with a proven track record of excellence with disadvantaged pupils.

**Careers, Information, Advice, Education and Guidance** - we support those eligible with priority for the careers interview at KS4, support with finding and securing placements for Work experience and with writing CVs and securing places at further education, training or employment. We part fund the time for admin support with this area and liaise closely with the alternative provision coordinator and the Careers advisory service, to offer support to all students who are eligible for Pupil Premium funding. We also offer mentoring for the application process with one of our specialist teachers who ensures that high aspirations are at the heart of the process and that students are supported at every stage of their next steps to give them the best chance in their futures.

### **Star Academy Tutoring Programme at Key Stage 4:**

Pupils will receive mentoring and subject tutoring (using data drops to ascertain need) to help them on their journey to excellence at John Mason School.

The mentor will:

- offer support with learning and homework in a quiet study space;
- give time to understand teachers' feedback and support with DIRT;
- liaise with English and Maths teachers for over-learning sessions in areas of specified weakness;
- link with home to ensure parents understand ways to support their child;
- monitor and support good attendance at school;
- support scholars with next steps after leaving John Mason School.

Subject tutors will:

- agree the focus of the 6 weekly sessions with the student;

- set targets on the proforma and agree what the outcome/impact will be with the student;
- teach students, using prior data and Personal Learning Checklists to structure intervention sessions;
- test in order to ascertain impact of the intervention and complete the intervention log;
- either stop the intervention or continue if it is having a positive impact.

## 6. Further Reading

The latest academic thinking informs our strategy. We are outward-looking, keen to improve and have taken strategic decisions in the light of developments in the latest pedagogical thinking around disadvantage and the Pupil Premium; we work closely with the Abingdon Partnership and contributed to the 'Closing the Gap' publication, which outlines the ways the partnership supports pupil premium students in Primary and Secondary settings.

We have held a number of Reviews, self-assessing our approach to the spend, looking at impact with our school partnership consultant Paul James; we have held whole staff training with Marc Rowland, author of 'An Updated Guide to the Pupil Premium' (NET 2015); we have read and integrated strategies from a range of papers/authors including the following:

1. Sir John Dunford, National Pupil Premium Champion 'The Pupil Premium Journey. Lessons learnt' (2015)
2. 'The Pupil Premium- next steps' and 'Missing Talent' Sutton Trust publication (Jun 2015),
3. 'An Updated Practical Guide to the Pupil Premium' Marc Rowland, 2015
4. EEF toolkit, with strategies in order of importance.
5. 'Pupil Premium Special Edition' SecEd papers March 2018

Important findings from the research include valuing these:

1. A good teacher above all else
2. A good attendance rate

3. Building cultural capital, especially vocabulary, reading and experiential writing
4. Removing barriers to learning on an individual basis
5. Supporting mental health and well-being – feeling safe
6. Good quality Careers, Advice, Information and Guidance.

## 7. The role of every stakeholder

Our **pledge** is written collaboratively; the staff shared the most effective strategies for supporting students eligible for Pupil Premium funding in their experience as tutors and classroom teachers. We devised an approach centred around the notion of putting these students FIRST; this is an important part of the research findings, that Pupil Premium students can be the most vulnerable learners in the class, when supportive strategies are not in place for good quality learning, it is often the students eligible for Pupil Premium funding who suffer first, and therefore it important to check on their learning first, to ensure they understand the work and are fully equipped to undertake it.

Our pledge is about equity and equitable opportunities, rather than equal opportunities, as we recognise their experience of life is very rarely equal to that of their non-Pupil Premium counterparts. We will help them so they get the same opportunities as others.

These are an agreed set of actions and approaches that we at John Mason School believe are fundamental tools for helping students to thrive.

### **Teachers will:**

**F**eedback - Mark PP students' books first

**I**ndividual - Use the PP Directory to inform your teaching

**R**espond - Engage in questioning and respond to queries

**S**elf-Esteem - Plan for an absent students' return to school.  
Celebrate the work they produce and boost their confidence.

**T**ools - positively support with equipment and resources. Don't let books go home unless you are certain they'll be brought back.

All teaching staff is committed to this pledge. We are committed to doing the best for all of our students, including first and foremost, the students eligible for pupil premium funding. Using the pledge to guide teachers is an effective tool. Teachers also need to follow the principles of Quality First Teaching are recognised as being one of the best ways to support and raise the achievement of disadvantaged students.

**Quality first teaching strategies** include:

- Differentiation and personalisation in our planning and delivery of lessons;
- Ensuring that students understand their learning and how to make progress;
- Checking understanding and nurturing curiosity through rich questioning;
- Encouraging, praising and rewarding good work and good behaviour for learning;
- Support, stretch and challenge for all;
- Developing independence, including reflection and resilience in learning;
- High quality marking and feedback which promotes action and progress from students.

The **Heads of Year and tutors** have a vital role in ensuring Pupil Premium students enjoy learning, are equipped to learn, attend well and access all the opportunities offered to them.

The **tutor** is the first port of contact for all the pupil premium students and is responsible for:

- Supporting the students at the start of term to complete the learning journal, including their barriers to learning and keep their student planner well organised for learning;
- Ensuring students understand the provision available to them, such as breakfast club, FSM, trip subsidies and their bursary;

- Help to check they are equipped to learn, with uniform, pencil case and resources;
- Contacting home to ensure a good working relationship with parents/carers of Pupil Premium students;
- Academic tutoring of their pupil premium students, supporting achievement across all subjects;
- Acting in loco parentis, saying good morning, asking if they are ready for the day ahead, helping them to have a positive start to the day;
- Getting the forms for potential trips and opportunities and encouraging students to apply, chase up slips and if necessary contact home directly to ensure parents are aware and able to give permission;
- Liaison with the pupil premium team for support with any of the above, and to raise concerns where necessary.

**Non-teaching staff** also have a responsibility to provide support to our disadvantaged students. Administration teams, including all office staff, data and exams team, catering, premises staff and the work of the support services, as well as the librarian all have a vital role to play in the lives of our disadvantaged students. In every piece of work we do, it is important to be an advocate and a champion for the rights and opportunities of these students.

We believe that all of the stakeholders at John Mason have taken the pledge to put Pupil Premium students first. That means we think of their needs first when we work.

The **governing body** have a responsibility to put the needs of those eligible for the Pupil Premium first and interrogate the strategies the school puts in place to ensure high quality provision for the disadvantaged cohort. The dedicated Governor for Pupil Premium leads with this work (B Graham).

All stakeholders advocate the John Mason School pledge.

**Put Pupil Premium Pupils FIRST.**

Proud of our creativity; Passionate about learning; Keen to inspire; Valuing ourselves and each other;  
Determined to be the best that we can be.

## 8.APPENDIX A Expenditure

<b>Initiative</b>	<b>2017-18</b>	<b>2018-19</b>
Academic tutors/Intervention	2,000	2,000
Teaching and Learning resources	5,000	6,000
Bursary	No cost	20,000
Pupil Premium Team	35,000	44,000
Trips/visits/travel	24,000	26,000
Breakfast Club	13,500	15,000
Teaching Assistant	14,000	14,000
Learning Mentors – KS3	600	2,000
Study Support Hub	1,500	1,500
Summer school	2,000	2,200
Enrichment: TEA	750	1,000
Humanutopia	1,000	2,000
Reading Programme	5,500	5,500
IT investment	20,000	6,000
<b>Total Planned Expenditure</b>	<b>125,850</b>	<b>147,200</b>
<b>Actual Pupil Premium Received</b>	<b>144,480</b>	<b>152,405</b>
<b>Number of pupils eligible</b>	<b>182</b>	<b>199</b>

## APPENDIX B Proven Interventions by Steve Burnage

### Five general interventions

Although the interventions below are very generic, encouraging all those that lead learning in a school to adopt these simple strategies can make a significant difference to all learners, especially those in receipt of Pupil Premium. The five are:

- **Know your Pupil Premium learners:** Find out how your Pupil Premium learners prefer to learn and plan accordingly; taking in their hobbies and interests, their social context and academic background.
- **Think about your learning environment:** Think carefully about where Pupil Premium learners are sitting and who they are sitting next to. Highlight Pupil Premium learners on all your seating plans. Use the reflective and predictive data you have on your Pupil Premium learners to identify the specific support they need to make progress.
- **Plan your behaviour management strategies:** Pupil Premium learners respond best to a positive learning environment so meet and greet learners at the door to welcome them into the classroom. Develop mutually respectful relationships with Pupil Premium learners and use praise and rewards for positive contributions, good work, exceeding expectations.
- **Target Pupil Premium learners for support: Approach Pupil Premium learners first** to see if they understand the task set or need support to complete it. Target Pupil Premium learners for questioning and ask them to respond in full sentences. Use Bloom's Taxonomy to extend and stretch their answers. Ensure Pupil Premium learners know exactly where they are working at or what are aiming for in the lesson. Continually check the progress of Pupil Premium learners throughout the lesson. Make sure they know their current attainment, their target attainment and what they need to do to improve.

- **Remove barriers to learning:** Provide equipment and resources where necessary along with revision and homework materials.

## **Eight targeted interventions**

Moving on from generic interventions, there are specific areas of intervention that can be particularly effective.

### **1. Feedback**

By which we mean effective and timely teacher-student feedback. Providing effective feedback is not difficult since it is just giving information to the learner and/or the teacher about the learner's performance relative to learning goals. Feedback redirects the learner to better achieve their goals and can be verbal, written, or can be given through tests or by means of ICT.

Providing effective feedback is challenging but we can best support Pupil Premium students by providing feedback at the right time, with a specific purpose and desired outcome. In addition, by ensuring feedback is specific, accurate and clear, we model correct work/processes where possible and appropriate, and we provide opportunities for learners to make improvements following feedback. We can ensure that our Pupil Premium learners have a clear understanding of where they are, where they need to be and possible routes to get there.

### **2. Peer support/feedback**

When learners are encouraged to work in pairs or small groups to provide each other with explicit teaching support and feedback, learners take on more responsibility for aspects of teaching and for evaluating their success.

We need to ensure that activities are sufficiently challenging so learners can benefit from peer support but not too difficult that they cannot succeed without a teacher's support. Setting up ground rules for peer activities in advance will ensure learners stay on task and are focused on the activity at hand. Reviewing challenges and

successes of the peer work will ensure it has a positive impact upon learners' progress.

### **3. Independent learning**

Learning strategies (sometimes known as “learning to learn” strategies) are teaching approaches which make learners think about learning more explicitly and take ownership of their learning by teaching learners specific strategies to set goals, monitor and evaluate their own learning.

These strategies are more effectively learned when they are taught, modelled and applied in a range of contexts by teaching learners explicit strategies to plan, monitor and to evaluate their learning, and giving them opportunities to use them with support and then independently.

The key is encouraging and supporting learners to identify the steps they need to be aware of as they go through a task to keep it on track. Modelling and explaining the strategies being taught so that learners understand what they are learning also helps to develop this culture of independent learning for our Pupil Premium students.

### **4. Differentiation**

There are three main categories of differentiation:

- Differentiation by task, which involves setting different tasks for learners of different abilities.
- Differentiation by support, which means giving more help to certain learners within the group.
- Differentiation by outcome, which involves setting open-ended tasks and allowing pupil response at different levels.

If we consider the most advanced skills, concepts and facts that the most able student in the class will just manage to get and then move on to consider the skills, concepts and facts that the least able student in the class will just manage to get with appropriate support, we can then ensure the middle ground is covered to stretch the average student in the class.

## 5. Timely interventions

Using strategies and methods used to narrow the gap between the identified target group and individuals to ensure all learners attain well and make the expected levels of progress is central to our work with Pupil Premium learners. This should be both within and beyond the classroom and should be timely and appropriate to the specific skills gaps and needs of individual learners. It can help to think of intervention in three stages.

### Stage 1

- The effective inclusion of all children in high-quality teaching and learning.
- A nurturing environment with relevant, tailored and differentiated opportunities for learning.
- Scaffolding of activities and modelling of exemplar work and responses.
- Using practical activities and experiential learning.
- Opportunities for learners to transfer/generalise their learning in different contexts and between different subjects.
- Opportunities for revision and over learning.
- Group work with learners of the same ability and of differing abilities.
- Changing direction and reshaping tasks to enhance pupil progress and understanding.

### Stage 2

- Additional time-limited provision in the form of small-group intervention outside the normal classroom.
- Interventions for learners who can be expected to “catch-up” with their peers as a result of the intervention.

### Stage 3

- Specific targeted interventions for identified learners outside the classroom.
- Additional time-limited intervention and provision to enhance the progress of identified children where stages 1 and 2 are not, on their own, having the desired effect.

- Intensely focused teaching activities which tackle fundamental gaps in skills, knowledge and understanding which are preventing progress.
- Conducted on a one-to-one basis if the teacher does not expect learners to make the expected progress in a group situation.

## **6. One-to-one interventions**

One-to-one interventions where a Pupil Premium learner is removed from their class and given intensive support through short, regular sessions (about 30 minutes, three to five times a week) over a set period (six to 12 weeks) can often result in optimum impact.

For one-to-one interventions to have maximum impact, we need to ensure that learners are effectively selected, the intervention is in addition to high-quality whole-class teaching, and time is given to allow the student to apply their new knowledge and skills to learning activities.

For the Pupil Premium learner to have some ownership of the intervention, it is important that the planned outcomes are communicated to the learner and evaluated with the learner. We should ensure we involve the learner in self-assessment and use the celebration of success to help build positive and trusting relationships.

## **7. Collaborative learning**

Collaborative or cooperative learning, where learners work together in a group small enough for everyone to participate on a collective task that has been clearly assigned, works well to support Pupil Premium learners if we ensure support is in place for learners to practise working together.

We can do this by setting out and agreeing ground rules for group work and collaborative tasks, appointing a chair or “leader” for tasks to ensure learners are on task and focused, and designing tasks carefully so that working together is effective and efficient.

Using competition between groups to support and engage can work particularly well with boy learners, as can encouraging Pupil Premium boys to talk and articulate their thinking in collaborative tasks.

## **8. Outside the classroom**

On average, the impact of homework on learning is consistently positive (leading to on average five months' additional progress). There is also some evidence that homework is most effective when used as a short and focused intervention (e.g. in the form of a project or specific target connected with an element of learning) and when it is an integral part of learning, rather than an add-on.

Making the purpose of homework explicit to learners and ensuring that the focus is upon the quality of homework and not necessarily the quantity will also increase its effectiveness in supporting Pupil Premium learners, as will providing feedback on homework that is specific and timely.

## **Monitoring and evaluation**

Teachers need to be able to determine the effect of any change in their practice. In this case, Ofsted will expect to see the impact that the initiatives, funded by the Pupil Premium, have had on attainment. Although the primary driver for Pupil Premium interventions is raising the attainment and aspiration of our students, we still need to be able to evidence impact through some form of a “before and after measure”, or a pre and post-test.

Using suitable evaluation strategies, teachers will have the evidence to determine which practices, policies and interventions are effective in their own contexts. This will be invaluable to inform future practice, including the use of the Pupil Premium. SecEd

## **Supporting materials. Recent reports and articles:**

Burn, K., Mutton, T., Thompson, I., Ingram, J., McNicholl, J., Firth, R. (2016) The impact of adopting a research orientation towards use of the Pupil Premium Grant in preparing beginning teachers in England to understand and work effectively with young people living in poverty. *Journal of Education for Teaching*, 42(4) 434-450.

Carpenter. H., Papps. I., Bragg. J., Dyson. A., Harris. D., Kerr. K., Todd. L. & Laing. K (2013) *Evaluation of Pupil Premium: Research Report*. TNS, available at [https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/243919/DFE-RR282.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/243919/DFE-RR282.pdf)

(This is an evaluation carried out for the DfE by academics at Manchester and Newcastle Universities)

Macleod, S., Sharp, C., Bernardinelli, D., Skipp, A. and Higgins, S. (2015). *Supporting the Attainment of Disadvantaged Pupils: Articulating Success and Good Practice*. London: DfE. Available at [http://www.nfer.ac.uk/publications/PUPP01/PUPP01\\_home.cfm](http://www.nfer.ac.uk/publications/PUPP01/PUPP01_home.cfm) and at <https://www.gov.uk/government/publications/supporting-the-attainment-of-disadvantaged-pupils> (which includes the full report, an executive summary, a briefing for school leaders and a useful one page overview document)

Ofsted (2012) *The Pupil Premium. How schools are using the Pupil Premium funding to raise achievement for disadvantaged pupils*. Available at <https://www.gov.uk/government/publications/the-pupil-premium-how-schools-used-the-funding>

Ofsted (2013) *The Pupil Premium: how schools are spending the funding successfully to maximise achievement*. Available at <https://www.gov.uk/government/publications/the-pupil-premium-how-schools-are-spending-the-funding-successfully>

Ofsted (2014) *The Pupil Premium: an update on schools' progress*. Available at <https://www.gov.uk/government/publications/the-pupil-premium-an-update>

Save the Children briefing paper (2012) *Closing the Achievement Gap in England's Secondary Schools*.

Available at <http://www.savethechildren.org.uk/resources/online-library/closing-achievement-gap-englands-secondary-schools>

Shaw, B., Baars, S., Menzies, L., Parameshwaren, M. & Allen, R. (2017) *Low Income Pupils' Progress at Secondary School*. London: Social Mobility Commission. Available at

[http://dera.ioe.ac.uk/28437/1/Progress\\_at\\_Secondary\\_School\\_report\\_final.pdf](http://dera.ioe.ac.uk/28437/1/Progress_at_Secondary_School_report_final.pdf)

Teaching Schools Council (2014) *Effective Pupil premium Reviews*. London: NCTL.

### **Sutton Trust-EEF Toolkit:**

Higgins, S., Katsipataki, M., Kokotsaki, D., Coleman, R., Major, L.E., & Coe, R. (2014). *The Sutton Trust-Education Endowment Foundation Teaching and Learning Toolkit*. London: Education Endowment Foundation Available at

<http://www.suttontrust.com/about-us/education-endowment-foundation/teaching-learning-toolkit/>

## **Related research and journal articles disadvantage and education:**

Brighouse, H. (2014) Equality, prioritising the disadvantaged, and the new educational landscape *Oxford Review of Education*, 40(6) 782–798.

Clifton, J. (ed) (2013) *Excellence and Equity: Tackling educational disadvantage in England's secondary schools*, Institute for Public Policy Research, June 2013. Available at [http://www.ippr.org/files/images/media/files/publication/2013/06/excellence-equity-attainment-gap\\_June2013\\_10897.pdf?noredirect=1](http://www.ippr.org/files/images/media/files/publication/2013/06/excellence-equity-attainment-gap_June2013_10897.pdf?noredirect=1)

Gorard, S. (2012) Who is eligible for free school meals? Characterising free school meals as a measure of disadvantage in England, *British Educational Research Journal*, 38(6) 1003-1017.

Parsons, C. (2013) Challenged school – challenged society: stacking the odds against the poor *Educational Review*, 65(3) 267–283.

Strand, S. (2014) School effects and ethnic, gender and socio-economic gaps in educational achievement at age 11. *Oxford Review of Education*, 40(2), 223-245.

Thomas, G. (2013) A review of thinking and research about inclusive education policy, with suggestions for a new kind of inclusive thinking. *British Educational Research Journal*, 39(3) 473–490.

Thompson, I. (2017) *Tackling Social Disadvantage through Teacher Education*. St Albans: Critical Publishing.

## APPENDIX C – The Pledge and My Learning Profile

THE PLEDGE



- Feedback** - Mark PP's students' books first.
- Individual** - Use the PP directory to inform your teaching.
- Respond** - Engage in questioning and respond to queries.
- Self Esteem** - Plan for an absent student's return to school.
- Tools** - Positively support with equipment and resources.



Am I doing everything  
I can to support my  
PP students?



Proud of our creativity; Passionate about learning; Keen to inspire; Valuing ourselves and each other;  
Determined to be the best that we can be.